DOCUMENT RESUME

ED 047 168 AA 000 661

TITLE	A Readiness Test for Disadvantaged Preschool Children. PREP-22.
INSTITUTION	National Center for Educational Communication (DHEW/OE), Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
REPORT NO	PREP-22
PUB DATE	Mar 71
NOTE	37p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Affective Tests, *Culturally Disadvantaged, *Norm Referenced Tests, *Preschool Children, Remedial Programs, *School Readiness Tests, Standardized Tests, *Visual Measures
IDENTIFIERS	*Putting Research into Educational Practice (PREP), Walker Readiness Test

ABSTRACT

In response to the pressing needs to develop a culture-fair, nonverbal readiness test for rural and urban disadvantaged preschool children, a special project was undertaken. PREP kit no. 22 was adapted from the final report of a project conducted by Dr. Wanda Walker, Northwest Missouri State College, Maryville, and supported by the Office of Education. The kit includes information on the need; objectives; development, testing and validation of the test; administration; scoring; interpretation and application of results; copies of Form A and B, including answer sheets and scoring stencils for both; and four tables. For related document see ED 037 253. (Author/LS)

ED 041 168

PREP

putting research into educational practice

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AA 000 661

PROBLEM ► RESEARCH ►

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PREP BRIEF

No. 22

A READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN

The Need for the Test

Whatever set of statistics is used, disadvantaged children may be regarded as universal; they are not peculiar to rural America nor to nonwhite races. They are found among all races and localities, from Harlem to Appalachia, from Indian reservations to the deep South, from ghettos to rural slums. They are the children of the jobless, the unemployable, the underemployed, the migrant workers, and others in this Nation who are unable for economic reasons to provide for their children the necessities for comfort, survival, self-respect, and self-esteem which would enable them to participate satisfactorily in this society. Children are considered disadvantaged indeed if they come from a family environment which militates against their capacity and willingness to learn. For purposes of appraisal of these children, it appears that evaluation instruments should be used which give a true indication of a child's capacity to learn in spite of factors which militate against his success in the public school.

A comprehensive study of preschool tests currently available from test publishing companies revealed that certain test items might discriminate against the economically disadvantaged child since they contained situations which were never a part of the background of experiences of children whose perceptive background is very limited.

Preparation of the Test

In response to the pressing need to develop a culture-fair, nonverbal readiness test for rural and urban disadvantaged preschool children, a special project was undertaken. Specific objectives of the project included:

- To prepare easily administered tests with adequate directions and instructions to insure uniform results with a minimum of time invested by teachers
- To prepare norms in the form of percentile ranks for rural and urban, full-year and summer, boys and girls of different chronological ages
- To prepare equivalent forms of the test so that teachers may administer the first form to identify weaknesses early during the program, set up specific remedial programs for individual children based on their needs, then use the second form of the test to assess the efficiency of the program and progress made by each child

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- To make available refined instruments for evaluation which will improve the entire rationale of measurement and evaluation

Test specifications were established on the basis of the objectives of preschool educational programs and the subjects most often taught. Considered also were changes in behavior which schools are designed to produce--such as attitudes, interests, interpersonal relations, and other emotional or motivational characteristics--as well as the acquisition of knowledge and the development of intellectual skills. Major emphasis was placed on assessment of readiness for participation in public school activities normally offered. Other tests in the field often overstress verbal ability and language facility; disadvantaged children are unlikely to do well on such tests. Thus the objective was to develop readiness tests composed of pictures, figures, and symbols not necessarily associated with any particular kind of culture or environment and which would require no verbal ability.

The most appropriate item form for the tests seemed to be multiple-choice based on pictures and symbols which do not require reading ability but which would test a child's listening ability; visual acuity; and his recognition of similarities, differences, numerical analogies, and missing parts.

Organization of the Test

The test was developed in two forms--Form A to be administered early in the school year to identify weaknesses and set up individual remedial programs, and Form B to be administered during the final weeks of the year to assess the efficiency of the program used and the progress of the child.

For More Information

PREP Kit No. 22, "A Readiness Test for Disadvantaged Preschool Children," was adapted from the final report of a project conducted by Dr. Wanda Walker, Northwest Missouri State College, Maryville, and supported by the Office of Education. The kit includes information on the need; objectives; development, testing, and validation of the test; administration; scoring; interpretation and application of results; copies of Form A and B, including answer sheets and scoring stencils for both; and four tables. The kit will be available from the ERIC Document Reproduction Service (EDRS), 4936 Fairmont Blvd., Bethesda, Maryland 20014. The completed report is also available from EDRS under accession No. ED 037 253 at 75 cents for microfiche and $7.45 for hard copy.

PREP

No. 22

A READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN

The Need

The problem of evaluating children enrolled in Head Start and Day Care Centers throughout the United States has been complicated by the absence of suitable readiness tests for assessing their weaknesses as compared with less culturally disadvantaged preschool children in the United States. At least 25 percent of America's children are among the 30 million Americans who fall below the poverty line. Many researchers have estimated that impoverished children constitute upwards to two-thirds of the pupil enrollment in certain municipalities; a few researchers have found that from 40 to 70 percent of the children in large city schools are "marginal economic" children. Whatever set of statistics is used, disadvantaged children may be regarded as universal; they are not peculiar to rural America nor to nonwhite races. 1/ They are found among all races and localities, from Harlem to Appalachia, from Indian reservations to the deep South, from ghetto to rural slums. They are the children of the jobless, the unemployable, the underemployed, the migrant workers, and others in this Nation who are unable for economic reasons to provide for their children the necessities for comfort, survival, self-respect, and self-esteem which would enable them to participate satisfactorily in this society. Children are considered disadvantaged indeed if they come from a family environment which militates against their capacity to learn. 2/ For purposes of appraisal of these children, it appears

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1/ M. D. Fantini and Gerald Weinstein, *The Disadvantaged.* New York: Harper and Row, 1968, p. 5.

2/ Everett T. Kaach, Robert Fulton, and W. E. Gardner, *Education and Social Crisis.* New York: John Wiley and Sons, Inc., 1967, p. 1.

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that the evaluation instruments should be used which give a true indication of a child's capacity to learn in spite of factors which militate against his success in the public school. This would be one way to prevent the early appearance of the "dropout syndrome" characterized by apathy or rebelliousness. Many of the disadvantaged children might appear in a more favorable light if evaluated with "culture-fair" instruments, that is, instruments which do not discriminate against children from impoverished environments.

A comprehensive study of preschool tests currently available from test publishing companies revealed that certain test items might discriminate against the economically disadvantaged child since they contained situations which were never a part of the background of experiences of children whose apperceptive background is very limited. All of the tests examined appeared inadequate in a program for psychological services for Head Start children. Since some of the individual performance tests must be administered by trained personnel and are therefore usually used only for children with deep problems who are referred for psychological study not afforded most of the children enrolled in Head Start and Day Care Centers, it seemed that inexpensive nonverbal tests, with directions which could be easily followed by teachers and directors who are relatively untrained in test-administration-interpretation, should be made available to such workers with disadvantaged children.

Objectives of Project

Thus the major objective of this research project was to develop a culture-fair, nonverbal readiness test for rural and urban disadvantaged preschool children. Specific objectives included: (1) to prepare easily administered tests with adequate directions and instructions to insure uniform results with a minimum of time invested by teachers; (2) to prepare norms in the form of percentile ranks for rural and urban, full-year and summer, boys and girls of different chronological ages; (3) to prepare equivalent forms of the test so that teachers may administer the first form to identify weaknesses early during the program, set up specific remedial programs for individual children based on their needs, then use the second form of the test to assess the efficiency of the program and progress made by each child; and (4) to make available refined instruments for evaluation which will improve the entire rationale of measurement and evaluation.

Development, Testing, and Validation of Test

Test specifications were established on a basis of the objectives of preschool educational programs and the subjects most often taught. Considered also were changes in behavior which schools are designed to produce--such as attitudes, interests, interpersonal relations, and other emotional or motivational characteristics--as well as the acquisition or knowledge and the development of intellectual skills. Major emphasis was placed on assessment of readiness for participation in public school activities normally offered. Other tests in the field often overstress verbal ability and language facility; disadvantaged children are unlikely to do well on such tests. It was hoped, then, to develop readiness tests composed of pictures, figures, and symbols

not necessarily associated with any particular kind of culture or environment and which would require no verbal ability. The child could respond by pointing to the item he chose; in case of physical handicap of any kind which might prevent the child from pointing, he could nod his head or blink his eyes in response to the test administrator's pointing to each alternative.

The most appropriate item form for the tests seemed to be multiple choice based on pictures and symbols which do not require reading ability but which would test a child's listening ability; visual acuity; imagery; ability to follow instructions; and recognition of similarities, differences, numerical analogies, and missing parts. Multiple-choice items are the most widely applicable for all types of content and learning to be tested; they are easy to score and reduce chances of correct guessing present in "yes" and "no" responses. The test was developed in two forms--Form A to identify weaknesses and set up individual remedial programs, and Form B to be administered during the final weeks to assess the efficiency of the program used and the progress of the child.

Three hundred sixty-four Head Start and Day Care Centers with a total of 6,662 children cooperated in refining and standardizing Form A of the test: 208 centers enrolling 3,591 children were urban, 156 enrolling 3,071 children were rural; 234 centers enrolling 4,256 participated during full-year programs, and 130 centers with 2,406 children participated during summer programs. Three hundred one centers were represented in the analysis and norming of Form B of the test, with a total of 5,271 children participating: 166 centers enrolling 2,727 children were urban, 135 enrolling 2,544 children were rural; 182 centers represented by 3,132 children participated in their full-year program; 119 centers enrolling 2,139 children participated during summer programs. Every State had at least one sample class of children involved in the project.

Both curricular and empirical or statistical validity were assessed for the instruments. Scores were compared with children's scores on standardized tests and with teachers' appraisal of children's readiness for entrance into public schools.

Administration of the instruments in urban and metropolitan centers to children whose ages ranged from under 3 years to 9 years resulted in proved merit for applicability and possible improved educational practices and instructional materials in the area of preschool programs for disadvantaged children. The objective of preparing and refining culture-fair instruments to be used in assessment of children's readiness for entrance into public school programs was accomplished.

Administration

Comments from workers in the field who administered the tests to their children in Head Start and Day Care Centers resulted in revised, completely usable directions for administering the tests. Directions for each subtest have been translated into French and Spanish to encourage uniformity in

test administration to non-English-speaking children. An example precedes the first item in each subtest; this example can be used to decide whether or not the child understands directions and what he is supposed to do by way of response before the subtest is actually begun. This is an untimed test since some children respond more quickly than others; therefore, the teacher will not need to watch the clock. Eight to 10 minutes should be ample time to administer each form of the test to one child. It was found that best results were obtained when the child could be taken to a quiet room, away from other children and distractions. If a few minutes can be spent in establishing rapport with the child and convincing him that he is going to play a new game, he will feel more secure and be more likely to do his best than if he feels apprehensive or frightened at a strange "test" experience.

Directions are simple, clear, and complete so that the tests need not be administered by specially trained personnel. Better results may be anticipated whenever the test administrator is a person known and respected by the child. With some explanation, orientation, and observation of a teacher administering the tests, teacher aides may also be trained to administer the tests. It is important that the directions be followed very carefully. Deviations could very well invalidate the use of the norms (tables A and B) provided with the test booklets.

Scoring

Scoring is quite simple and objective; it may be done by a teacher aide or volunteer worker. The scoring stencil which accompanies each test booklet should be placed over the child's answer sheet; the holes in the stencil will quickly reveal whether the correct answer has been circled. The score is simply the number of correct answers out of a possible 50 points. The scorer should ascertain that no question has more than one answer before placing the stencil over the answer sheet.

Interpretation and Application of Results

In a standardized instrument, the norms accompanying the instrument will determine the ease of interpretation and application. It is felt that the percentile ranks provided in tables 1 and 2 (on the last page of the test booklets) will be sufficient for most people concerned with the evaluation of disadvantaged preschool children. However, prospective users of the instruments may also benefit from using tables 3 and 4 for Form A and tables 5 and 6 for Form B. These tables present percentile ranks for each age level in a discrete series rather than in class intervals and the mean, median, top quartile, bottom quartile, semi-interquartile range, and standard deviation for each age level divided into the following classifications: boys, girls, urban children, rural children, children enrolled in full-year programs, and children enrolled in summer programs. When these tables are consulted, the comparative score for each individual child can be found for whichever classifications are warranted.

It should be remembered that norms are aids or guides in the interpretation and application of results, not standards for the pupils to meet. They are guideposts and will show where a student ranks as an aid to the teacher in planning work with the individual pupil. Although percentile ranks were calculated only for total scores for children of different age levels (in intervals of 6 months), it is believed that careful analysis of the child's responses on each subtest will enable the teacher to help the child overcome apparent weaknesses in such concepts as similarities, differences, numerical analogies, and missing parts. With two forms of the test, one form can be administered early during the school year, analysis of strengths and weaknesses of children made, and remedial programs devised for each child. The alternate form may be used at the end of the year to test the adequacy of the program and to ascertain the growth and improvement made by each child.

Translating raw scores to a common scale for interpretation and application is the purpose of norms, since raw scores are difficult to interpret and to apply. They can be interpreted individually only with total scores known and when they would all be weighted the same. Raw scores probably will have different total weights and can be compared with others only by converting them to some common scale, such as a percentile scale, with which one can interpret them individually and can also make a comparison between them. Since most workers in the field are more familiar with percentile ranks than with age norms or grade norms or stanines, it was felt that placing children in a position on a scale from 0 to 100 to which their raw scores would entitle them would be most appropriate. It will also be helpful to compare each child's score with the appropriate classification in tables 3 and 4 for Form A and tables 5 and 6 for Form B.

Walker Readiness Test for Disadvantaged Preschool Children
Form A
DIRECTIONS FOR ADMINISTERING THE TEST

For best results, take the child to a room where you will have his undivided attention and explain that you are going to play a new game with him. To avoid distraction, use a blank sheet of paper to keep covered all of the items except the one you are showing the child. Be sure that he understands directions, but do not help him with the test items. An example is given for each subtest; it should be used to determine whether or not the child understands what is expected of him. Do not deviate from the instructions. When the child indicates his choice of answers, encircle on his answer sheet the capital letter which corresponds to his choice. Scoring may be done later with the scoring stencil provided with the test.

PART I: LIKENESSES OR SIMILARITIES (Items 1-25)

Specific instructions are given at the beginning of the subtest. The test administrator should point first to the picture on the left, then to those on the right while asking the child to indicate which one is just like the one on the left.

PART II: DIFFERENCES (Items 26-40)

This subtest has three different parts. Each part has its own directions at the top of the page. The first part, items 26-30, deals with the concept of size. The child is expected to select the largest one of the four pictures presented. The second part, items 31-35, deals with differences. Three of the pictures in each item are alike; the child is directed to select the one which is not like the others. The third part, items 36-40, deals with a more difficult concept. In each item, three of the pictures belong together; the child is asked to select the one which does not belong with the others.

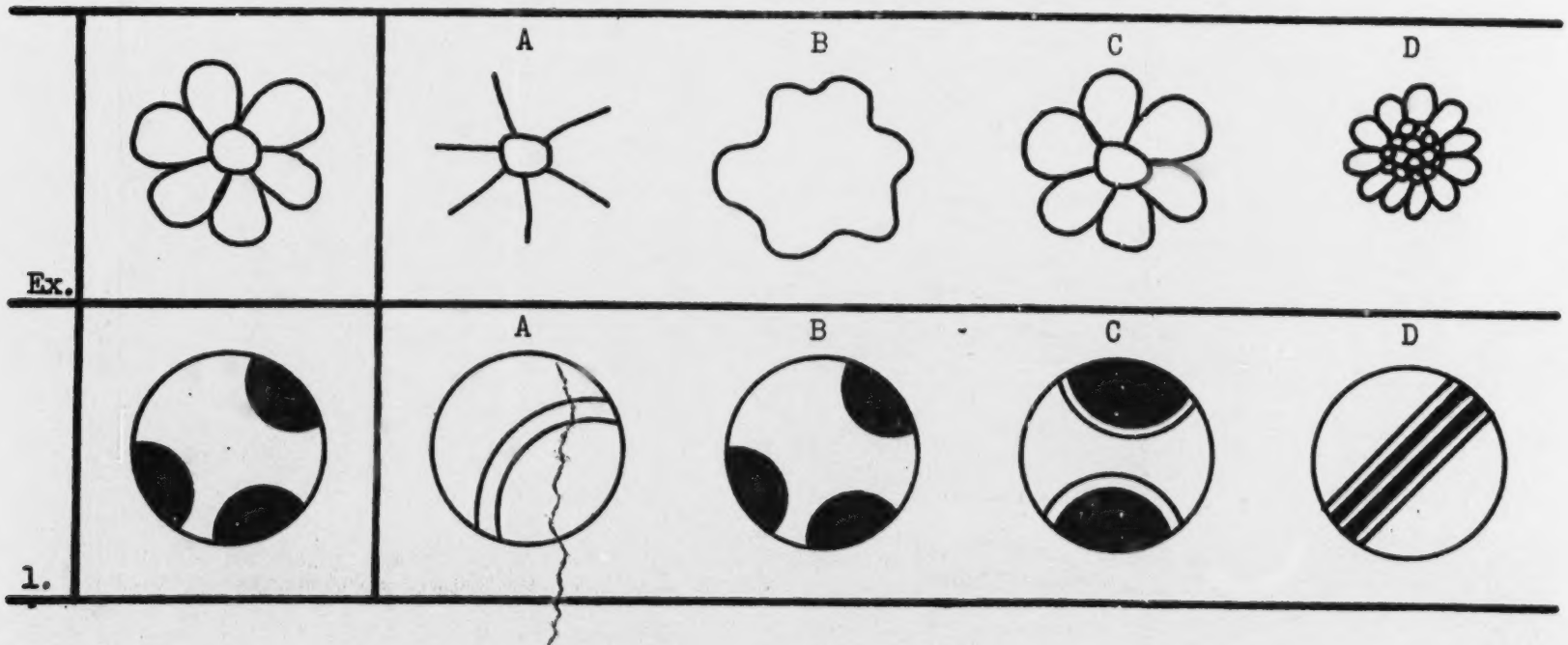
PART III: NUMERICAL ANALOGIES (Items 41-45)

This subtest deals with number concepts. Arrangements of pictures are different, but for each item one alternative contains the same number of objects as the one on the left. Pointing to the picture on the left, the test administrator should ask the child to indicate the picture on the right which contains the same number of objects.

PART IV: MISSING PARTS (Items 46-50)

In this subtest the child is expected to choose from four pictures the one which will make a complete object of the picture on the left. The test administrator should point to the incomplete object on the left and ask the child to indicate the one on the right which belongs to it.

PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here" (gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ici qui est exactement comme celui-ci."
"Ahora, muéstrame el aquí que es muy semejante a éste."



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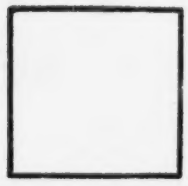
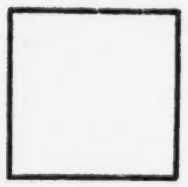
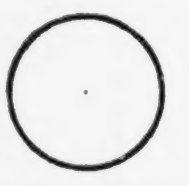
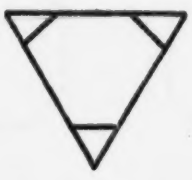
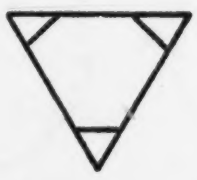
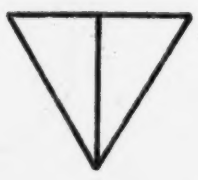
2.					
3.					
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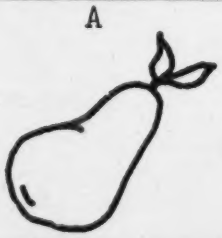
5.					
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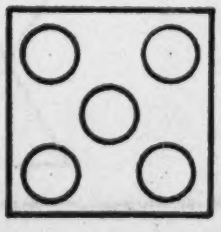
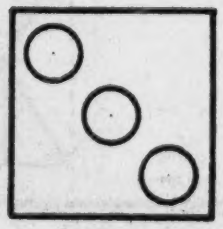
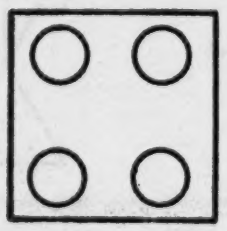
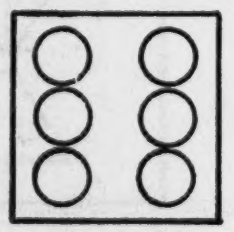
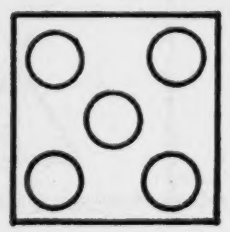
7.					

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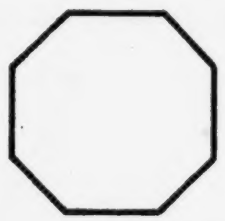
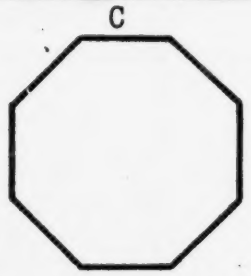
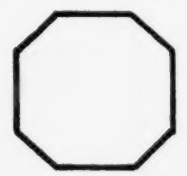
9.					
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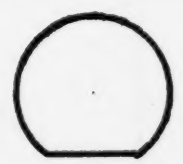
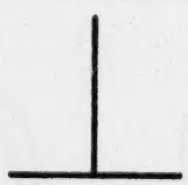
11.					
12.					
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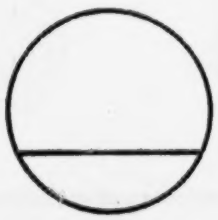
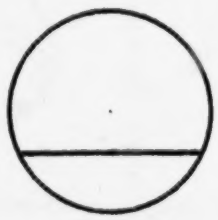
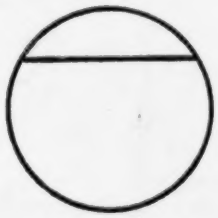
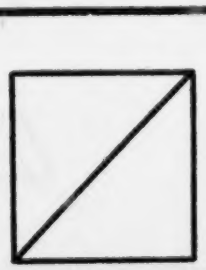
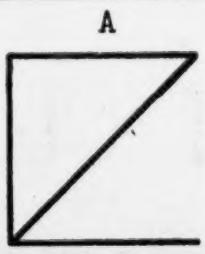
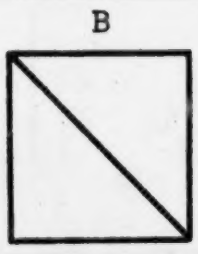
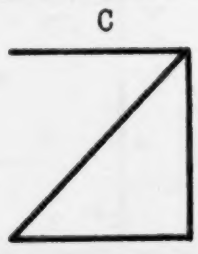
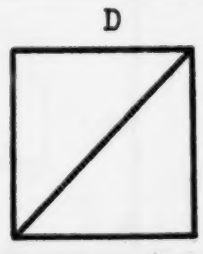
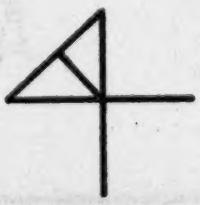
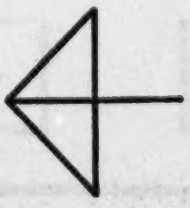
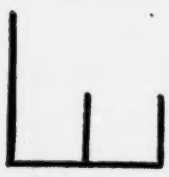
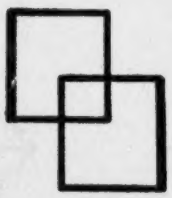
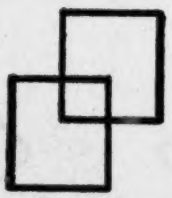
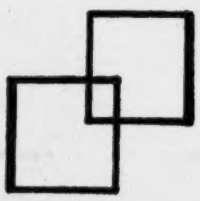
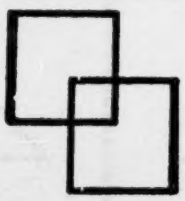
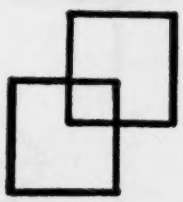
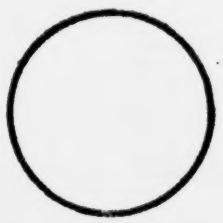
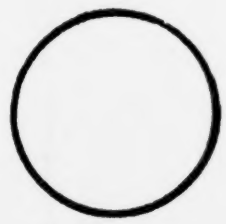
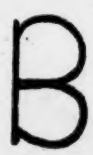
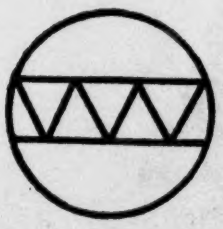
"Ahora,muéstrame el aquí que es muy semejante a éste."

		A	B	C	D
14.					
15.					
16.					
17.					
18.					
19.					

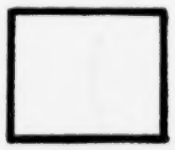
PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here" (gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ice que est exactement comme celui-ci."
"Ahora, muéstrame el aquí que es muy semejante a éste."

		A	B	C	D
20.					
21.	d	b	p	d	q
22.					
23.					
24.	AOU	AUO	OAU	AOU	UAO
25.					

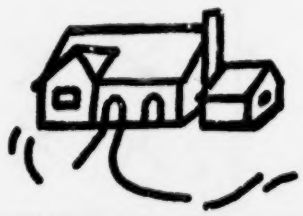
PART II: DIFFERENCES: Point to the pictures in each item and say, "Now, show me which one of these is the biggest one."
"Maintenant, montre-moi lequel de ceux-ci qui est le plus grand."
"Ahora, muéstrame cual de éstos que es el más grande."

	A	B	C	D
Ex.				
26.				
27.				
28.				
29.				
30.				

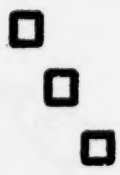
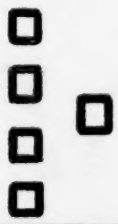
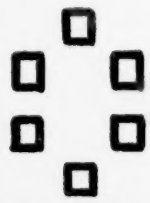
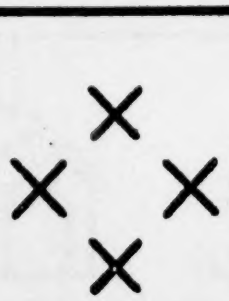
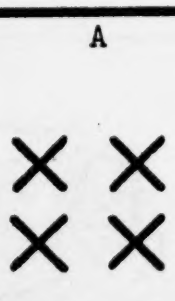
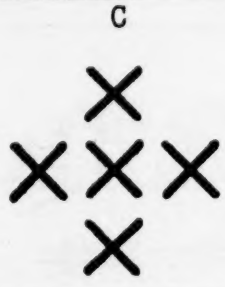
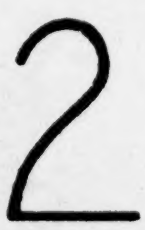
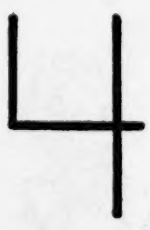
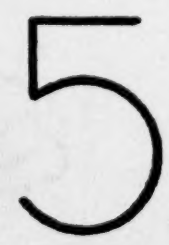
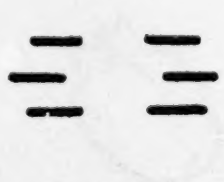
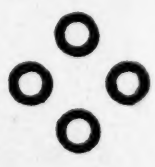
PART II: DIFFERENCES: Point to the pictures in each item and say, "Now, show me which one of these does not look like the others."
"Maintenant, montre-moi lequel de ceux-ci qui n'est pas comme les autres."
"Ahora, muéstrame cual de éstos que no es semejante a los otros."

	A	B	C	D
Ex.				
31.				
32.				
33.				
34.				
35.				

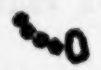
PART II: DIFFERENCES: Point to the pictures in each item and say, "Three of these belong together. One does not belong. Show me which one does not belong with the others."
"Trois de ceux-ci sont du même genre. Un ne l'est pas. Montre-moi lequel qui ne l'est pas."
"Tres de éstos son de mismo género. Uno no lo es. Muéstrame el que no lo es."

	A	B	C	D
Ex.				
36.				
37.				
38.				
39.				
40.				

PART III: NUMERICAL ANALOGIES: Point to the picture on the left and say, "Now, show me the one over here" (gesture toward items on right) "that has the same number as this one."
"Maintenant, montre-moi celui ici qui a le même numéro que celui-ci."
"Ahora, muéstrame el aquí que tiene el mismo número que éste."

		A	B	C	D
Ex.					
41.					
42.					
43.					
44.					
45.					

PART IV: MISSING PARTS: Point to the picture on the left and say, "Now, point to the one over here" (gesture toward items on right) "which belongs to this one."
"Maintenant, indique celui ici qui appartient à celui-ci."
"Ahora, señala el aquí que pertenece a éste."

		A	B	C	D
Ex.					
46.					
47.					
48.					
49.					
50.					

WALKER READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN
ANSWER SHEET--Form A

ANSWER SHEET (Make no marks on the test itself. Record all of the child's answers here.)

Child's Name_____ Name of Center_____

Child's Age_____ Location of Center_____
(years) (months) (birthdate) (town) (State) (Zip)

Child's Race_____ Population Density_____
(rural or urban)

Child's Sex_____

Date of Test Administration_____ Name of Test Administrator_____

Official Capacity_____

Child's Score_____ Percentile Rank_____

PART I: SIMILARITIES		PART II: DIFFERENCES	PART III: NUMERICAL ANALOGIES
1. A B C D	16. A B C D	26. A B C D	41. A B C D
2. A B C D	17. A B C D	27. A B C D	42. A B C D
3. A B C D	18. A B C D	28. A B C D	43. A B C D
4. A B C D	19. A B C D	29. A B C D	44. A B C D
5. A B C D	20. A B C D	30. A B C D	45. A B C D
6. A B C D	21. A B C D	31. A B C D	
7. A B C D	22. A B C D	32. A B C D	PART IV: MISSING PARTS
8. A B C D	23. A B C D	33. A B C D	46. A B C D
9. A B C D	24. A B C D	34. A B C D	47. A B C D
10. A B C D	25. A B C D	35. A B C D	48. A B C D
11. A B C D		36. A B C D	49. A B C D
12. A B C D		37. A B C D	50. A B C D
13. A B C D		38. A B C D	
14. A B C D		39. A B C D	
15. A B C D		40. A B C D	

Please record below any unusual circumstances concerning the child or the situation which might affect the validity or reliability of the test.

WALKER READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN
Scoring Stencil for Form A

ANSWER SHEET (Make no marks on the test itself. Record all of the child's answers here.)

Child's Name_____ Name of Center_____

Child's Age_____ Location of Center_____
(years) (months) (birthdate) (town) (State) (Zip)

Child's Race_____ Population Density_____
(rural or urban)

Child's Sex_____

Date of Test Administration_____ Name of Test Administrator_____

Official Capacity_____

Child's Score_____ Percentile Rank_____

PART I: SIMILARITIES

1. A ◡ C D
2. A ◡ C D
3. ◡ B C D
4. A B ◡ D
5. A ◡ C D
6. A ◡ C D
7. A B C ◡
8. A B C ◡
9. A B C ◡
10. A B C ◡
11. A B ◡ D
12. A ◡ C D
13. A B ◡ D
14. A B ◡ D
15. A B ◡ D
16. A B C ◡
17. A B C ◡
18. A ◡ C D
19. A B C ◡
20. A ◡ C D
21. A B ◡ D
22. A B ◡ D
23. A ◡ C D
24. A B ◡ D
25. A B ◡ D

PART II: DIFFERENCES

26. A B ◡ D
27. A B C ◡
28. A B ◡ D
29. A B C ◡
30. ◡ B C D
31. ◡ B C D
32. A ◡ C D
33. ◡ B C D
34. A B ◡ D
35. A B ◡ D
36. A B C ◡
37. A ◡ C D
38. A B C ◡
39. A B ◡ D
40. A ◡ C D

PART III: NUMERICAL ANALOGIES

41. A B ◡ D
42. ◡ B C D
43. ◡ B C D
44. A ◡ C D
45. A ◡ C D

PART IV: MISSING PARTS

46. A B ◡ D
47. A B ◡ D
48. ◡ B C D
49. A B C ◡
50. ◡ B C D

Please record below any unusual circumstances concerning the child or the situation which might affect the validity or reliability of the test.

Note.--Punch holes where the letters are missing. Then place this sheet over the student's answer sheet for scoring. The correct answers are those which show through the holes.

TABLE 1

MEAN, MEDIAN, Q_3, Q_1, Q, STANDARD DEVIATION, AND PERCENTILE RANKS FOR CHILDREN IN FORM A NORMING GROUP

Measurement	AGE 6-7 up	6-1:6-6	5-7:6-0	5-1:5-6	4-7:5-0	4-1:4-6	4-0 down	TOTAL
Mean	35.69	36.88	34.36	33.04	29.30	28.02	25.54	33.61
Median	35.89	37.37	33.65	34.32	30.24	27.50	25.25	35.45
Q_3	41.81	42.73	40.95	39.54	36.16	34.59	31.83	42.83
Q_1	30.55	31.42	28.71	27.23	24.77	21.70	19.83	28.49
Q	5.63	5.65	6.14	6.15	5.69	6.34	6.00	7.17
Stand. Dev.	7.97	7.97	8.48	8.49	8.22	8.64	8.05	8.61
Percentile Ranks (Class Intervals)								
49-51	99.84	99.57	99.47	99.94	99.99	99.99	99.94	99.93
46-48	96.24	95.84	97.61	98.50	99.74	99.61	99.94	98.01
43-45	89.04	86.25	91.00	94.19	97.76	98.43	99.94	92.34
40-42	78.00	73.69	80.45	85.56	91.91	93.31	98.55	82.89
37-39	64.32	58.86	68.85	74.81	85.64	88.98	97.16	71.96
34-36	53.04	46.09	56.09	63.00	76.35	83.86	90.22	60.45
31-33	37.68	32.98	42.63	50.75	64.49	71.26	81.89	47.58
28-30	24.72	21.32	30.39	37.63	51.24	61.42	69.40	35.10
25-27	15.36	14.49	19.95	25.75	36.97	50.00	62.46	24.48
22-24	9.36	7.45	12.53	17.31	23.82	38.58	45.80	15.72
19-21	4.56	4.00	7.48	10.56	14.87	24.02	31.92	9.48
16-18	2.88	1.93	3.13	5.25	8.00	14.57	19.43	4.83
13-15	.72	.35	1.68	2.13	3.78	5.12	8.33	2.01
10-12	.24	.21	.58	.56	1.46	2.76	5.55	.77
7- 9		.07	.17	.06	.34	.79	4.16	.21
4- 6		.07	.06		.17			.06
1- 3		.07						.015
Number in Group	416	1243	1715	1599	1163	254	72	6662

DIRECTIONS FOR ADMINISTERING THE TEST

For best results, take the child to a room where you will have his undivided attention and explain that you are going to play a new game with him. To avoid distraction, use a blank sheet of paper to keep covered all of the items except the one which you are showing the child. Be sure that he understands directions, but do not help him with the test items. An example is given for each subtest; it should be used to determine whether or not the child understands what is expected of him. Do not deviate from the instructions. When the child indicates his choice of answers, encircle on his answer sheet the capital letter which corresponds to his choice. Scoring may be done later with the scoring stencil provided with the test.

PART I: LIKENESSES OR SIMILARITIES (Items 1-25)

Specific instructions are given at the beginning of the subtest. The test administrator should point first to the picture on the left, then to those on the right while asking the child to indicate which one is just like the one on the left.

PART II: DIFFERENCES (Items 26-40)

This subtest has three different parts. Each part has its own directions at the top of the page. The first part, items 26-30, deals with the concept of size. The child is expected to select the smallest one of the four pictures presented. The second part, items 31-35, deals with differences. Three of the pictures in each item are alike; the child is directed to select the one which is not like the others. The third part, items 36-40, deals with a more difficult concept. In each item, three of the pictures belong together; the child is asked to select the one which does not belong with the others.

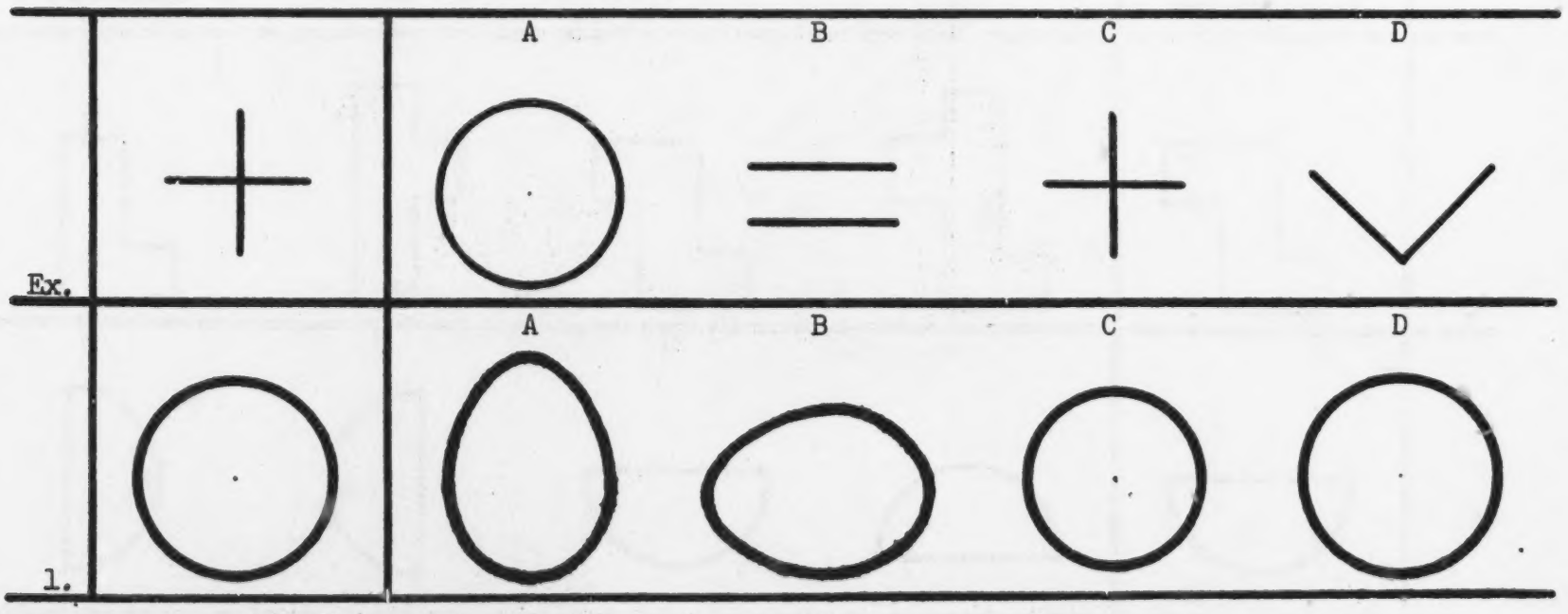
PART III: NUMERICAL ANALOGIES (Items 41-45)

This subtest deals with number concepts. Arrangements of pictures are different, but for each item one alternative contains the same number of objects as the one on the left. Pointing to the picture on the left, the test administrator should ask the child to indicate the picture on the right which contains the same number of objects.

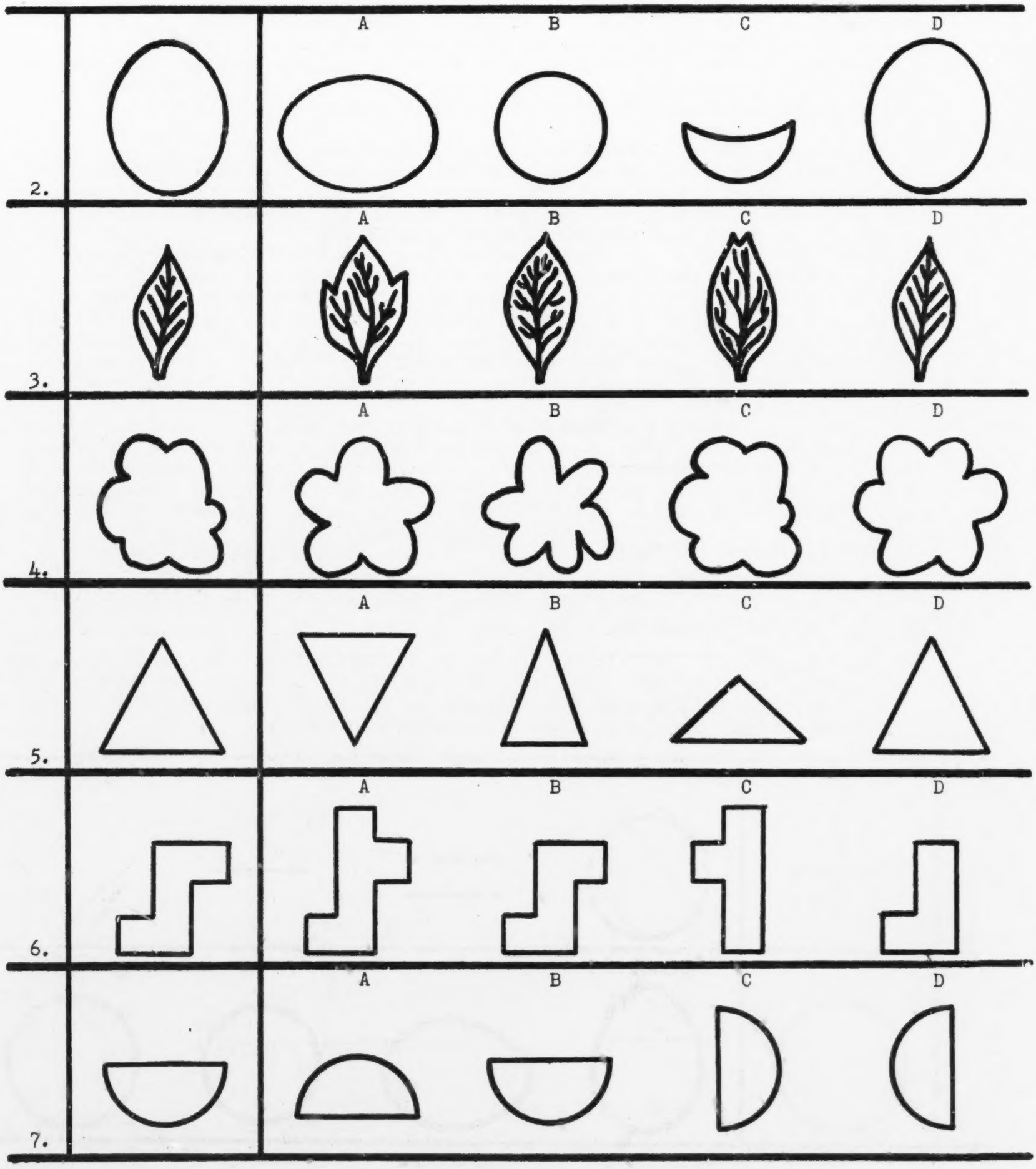
PART IV: MISSING PARTS (Items 46-50)

In this subtest the child is expected to choose from four pictures the one which will make a complete object of the picture on the left. The test administrator should point to the incomplete object on the left and ask the child to indicate the one on the right which belongs to it.

PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here" (gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ici qui est exactement comme celui-ci."
"Ahora, muéstrame el aquí que es muy semejante a éste."

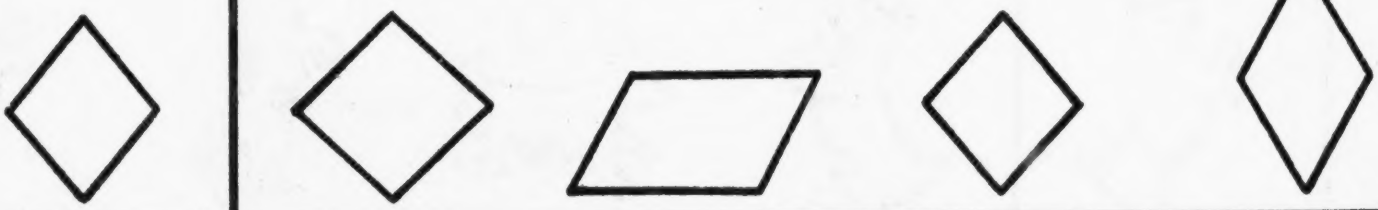


PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here" (gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ici que est exactement comme celui-ci."
"Ahora, muéstrame el aquí que es muy semejante a éste."

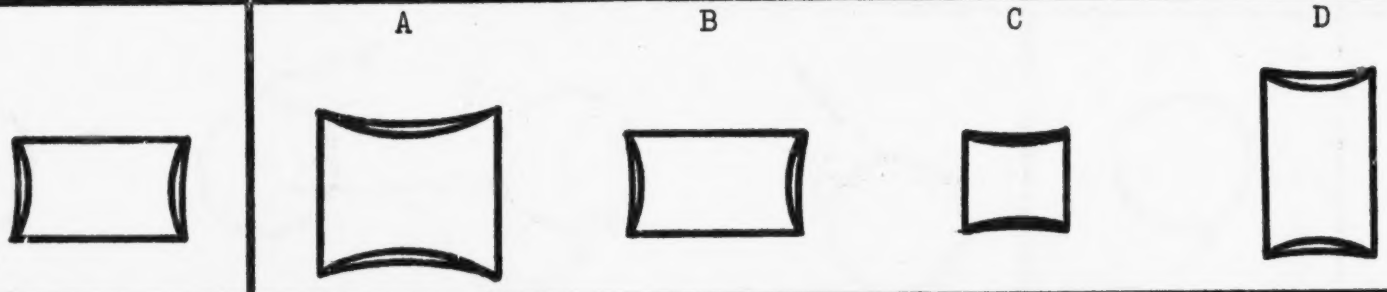


PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here"(gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ici que est exactement comme celui-ci."
"Ahora, muéstrame el aquí que es muy semejante a éste."

8.



9.

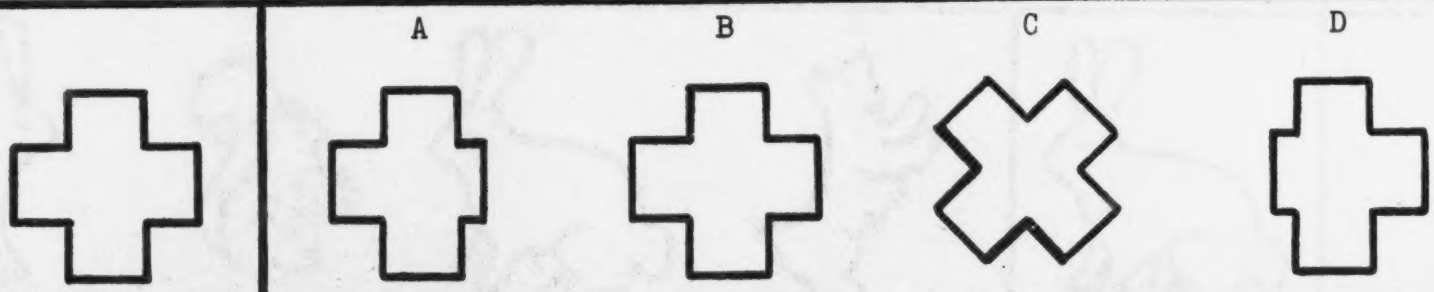


10.

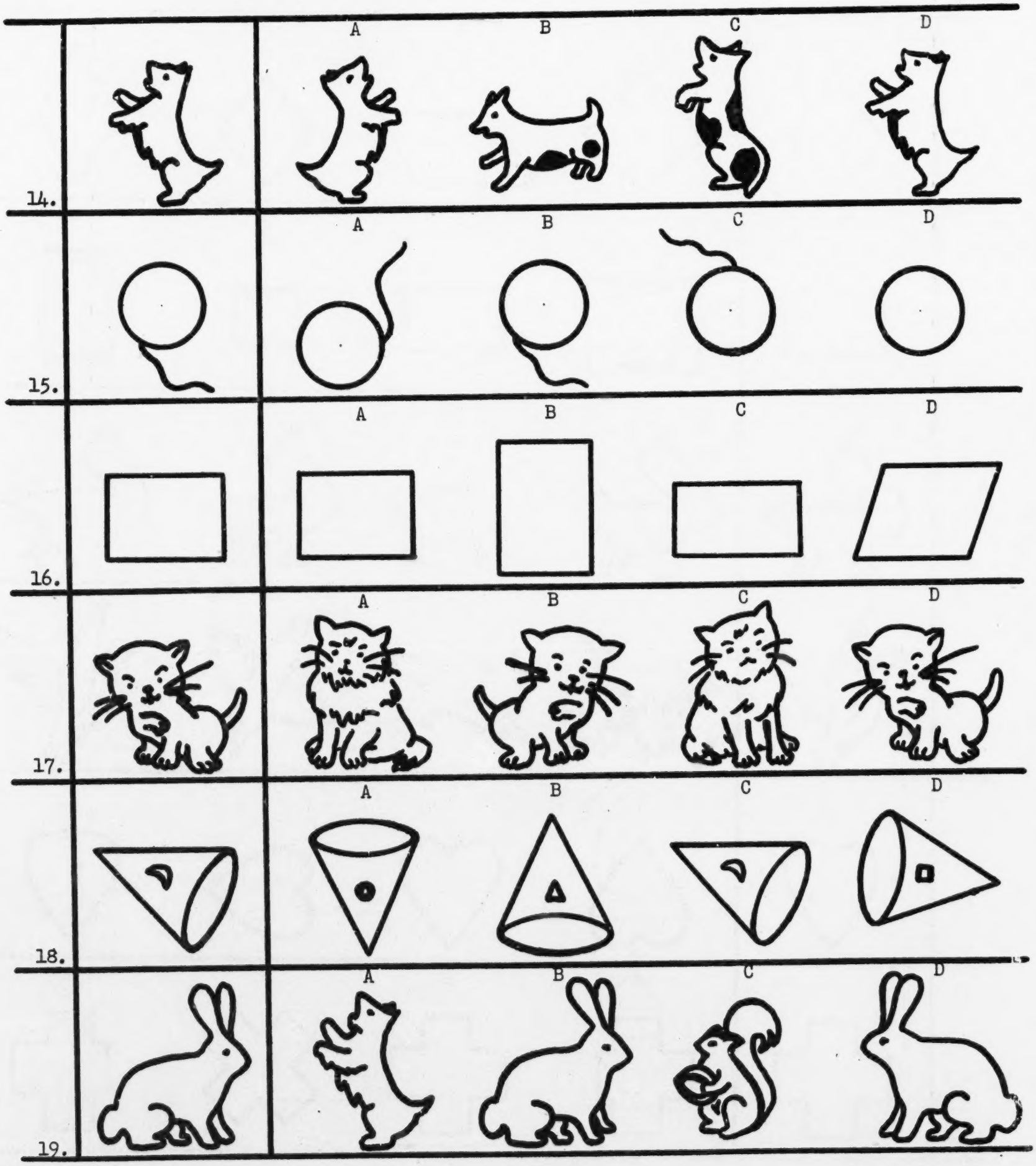
11.

12.

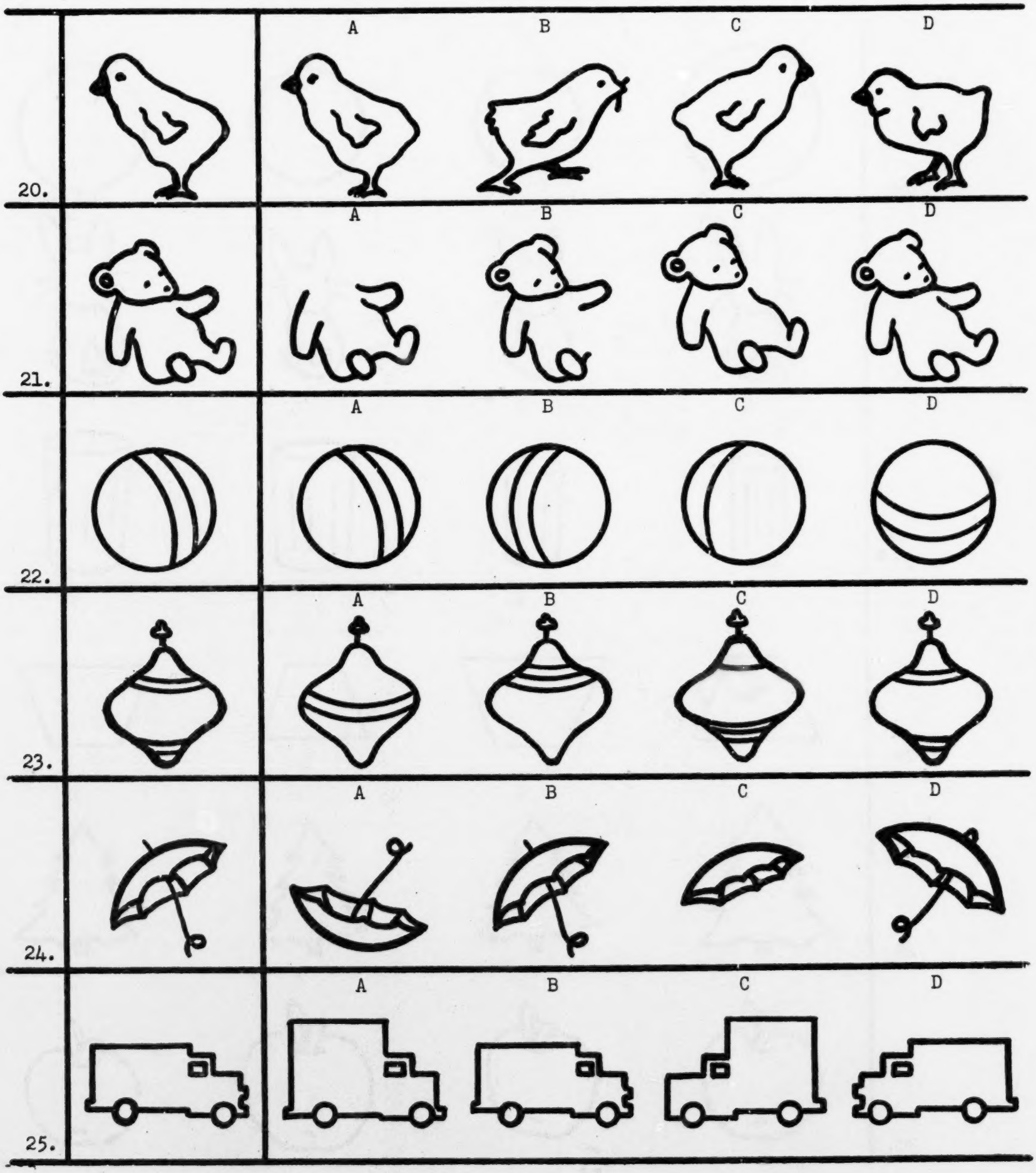
13.



PART I: SIMILARITIES: Point to the picture on the left and say, "Now show me the one over here" (gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ici que est exactement comme celui-ci."
"Ahora,muéstrame el aquí qui es muy semejante a éste."

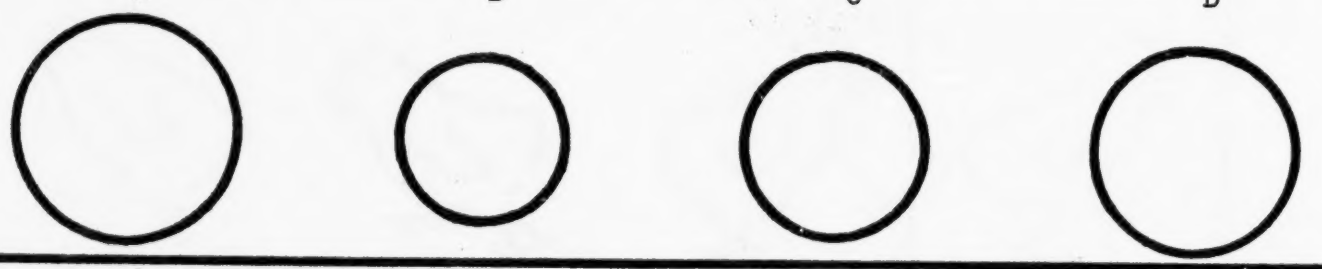


PART I: SIMILARITIES: Point to the picture on the left and say, "Now, show me the one over here" (gesture toward items on right) "that looks just like this one."
"Maintenant, montre-moi celui ici que est exactement comme celui-ci."
"Ahora, muéstrame el aquí que es muy semejante a éste."

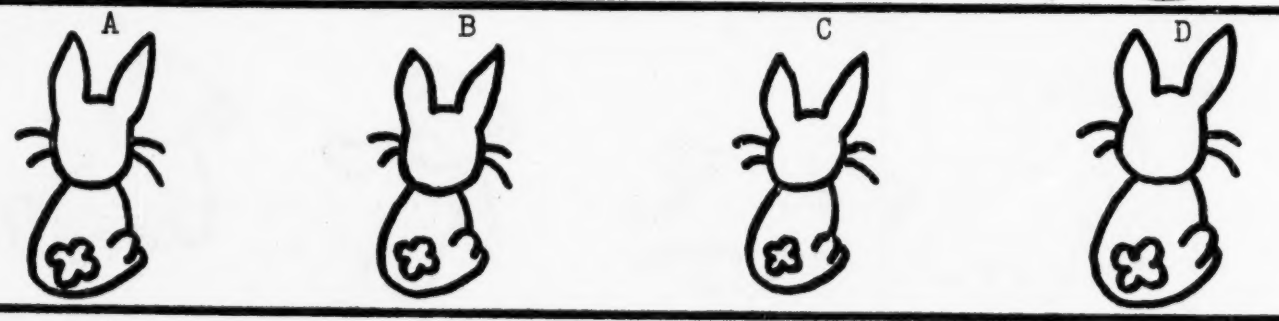


PART II: DIFFERENCES: Point to the pictures in each item and say, "Now, show me which one of these is the smallest one."
"Maintenant, montre-moi lequel de ceux-ci qui est le plus petit."
"Ahora, muéstrame cual de éstos que es el más pequeño."

Ex.



26.

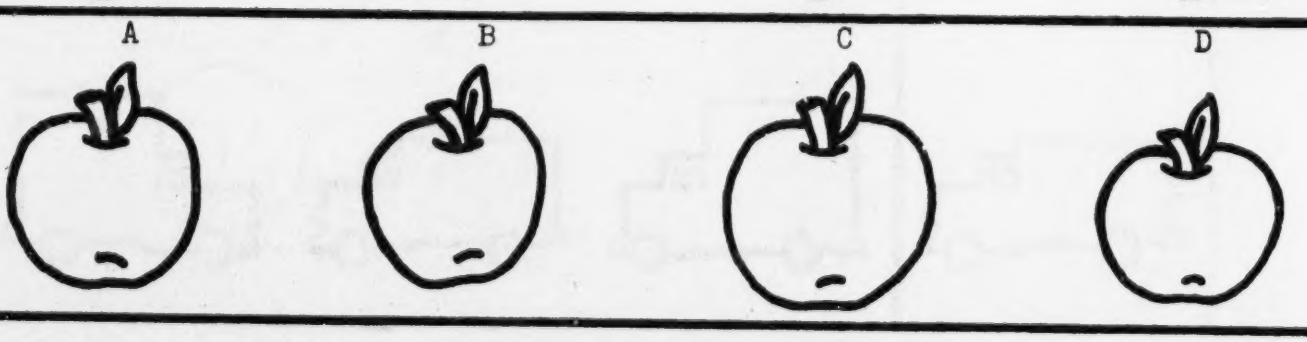


27.

28.

29.

30.



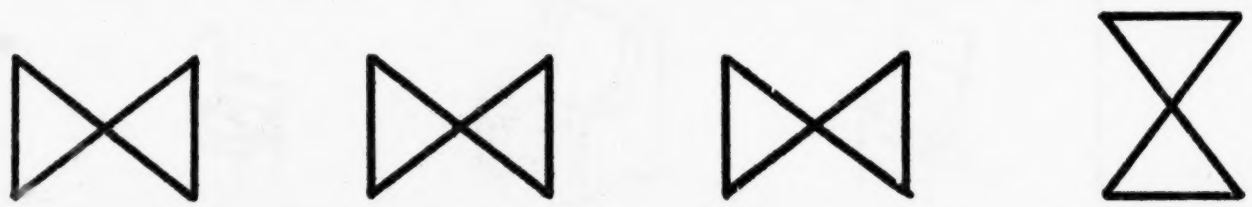
PART II: DIFFERENCES: Point to the pictures in each item and say, "Now, show me which one of these does not look like the others."
"Maintenant, montre-moi lequel de ceux-ci qui n'est pas comme les autres."
"Ahora, muéstrame cual de éstos que no es semejante a los otros."

Ex.

A B C D

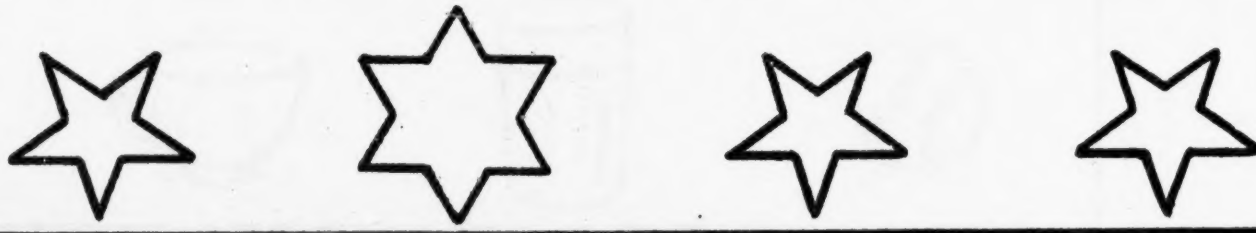
31.

A B C D



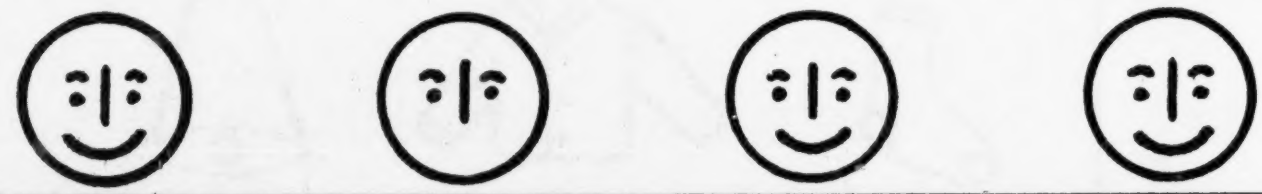
32.

A B C D



33.

A B C D



34.

A B C D

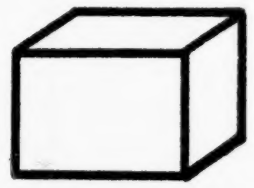
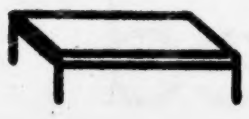
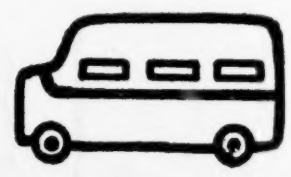
bed bed red bed

35.

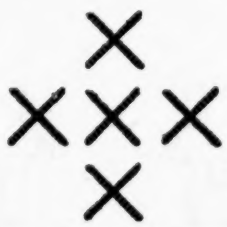
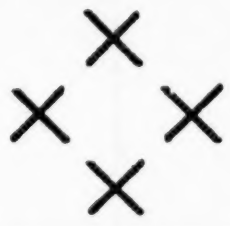
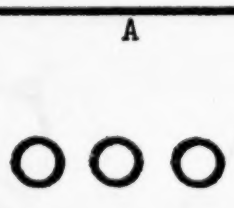
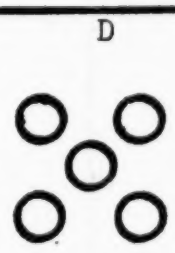
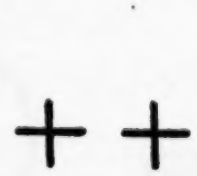
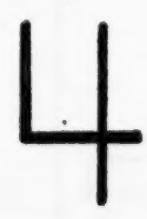
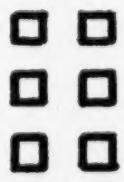
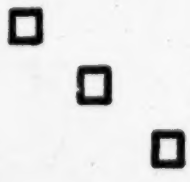
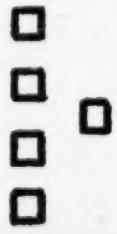
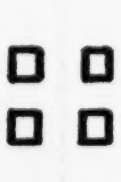
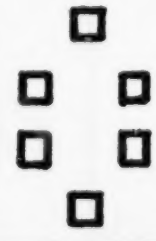
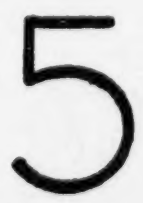
A B C D

Mow Mow Wow Mow

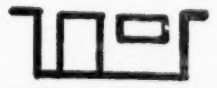
PART II: DIFFERENCES: Point to the pictures in each item and say, "Three of these belong together. One does not belong. Show me which one does not belong with the others."
"Trois de ceux-ci sont du même genre. Un ne l'est pas. Montre-moi lequel qui ne l'est pas."
"Tres de éstos son de mismo género. Uno no lo es. Muéstrame el que no lo es."

	A	B	C	D
Ex.				
36.				
37.				
38.				
39.				
40.				

PART III: NUMERICAL ANALOGIES: Point to the picture on the left and say, "Now, show me the one over here (gesture toward items on right) "that has the same number as this one."
"Maintenant, montre-moi celui ici qui a le même numéro que celui-ci."
"Ahora, muéstrame el aqui que tiene el mismo número que éste."

		A	B	C	D
Ex.					
41.					
42.					
43.					
44.					
45.					

PART IV: MISSING PARTS: Point to the picture on the left and say, "Now, point to the one over here" (gesture toward items on right) "which belongs to this one."
"Maintenant, indique celui ici qui appartient à celui-ci."
"Ahora, señala el aquí que pertenece a éste."

		A	B	C	D
Ex.					
46.					
47.					
48.					
49.					
50.					

WALKER READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN
ANSWER SHEET--Form B

ANSWER SHEET (Make no marks on the test itself. Record all of the child's answers here.)

Child's Name_____ Name of Center_____

Child's Age_____ Location of Center_____
(years) (months) (birthdate) (town) (State) (Zip)

Child's Race_____ Population Density_____
(rural or urban)

Child's Sex_____

Date of Test Administration_____ Name of Test Administrator_____

Official Capacity_____

Child's Score_____ Percentile Rank_____

PART I: SIMILARITIES		PART II: DIFFERENCES	PART III: NUMERICAL ANALOGIES
1. A B C D	16. A B C D	26. A B C D	41. A B C D
2. A B C D	17. A B C D	27. A B C D	42. A B C D
3. A B C D	18. A B C D	28. A B C D	43. A B C D
4. A B C D	19. A B C D	29. A B C D	44. A B C D
5. A B C D	20. A B C D	30. A B C D	45. A B C D
6. A B C D	21. A B C D	31. A B C D	
7. A B C D	22. A B C D	32. A B C D	PART IV: MISSING PARTS
8. A B C D	23. A B C D	33. A B C D	46. A B C D
9. A B C D	24. A B C D	34. A B C D	47. A B C D
10. A B C D	25. A B C D	35. A B C D	48. A B C D
11. A B C D		36. A B C D	49. A B C D
12. A B C D		37. A B C D	50. A B C D
13. A B C D		38. A B C D	
14. A B C D		39. A B C D	
15. A B C D		40. A B C D	

Please record below any unusual circumstances concerning the child or the situation which might affect the validity or reliability of the test.

WALKER READINESS TEST FOR DISADVANTAGED PRESCHOOL CHILDREN
Scoring Stencil for Form B

ANSWER SHEET (Make no marks on the test itself. Record all of the child's answers here.)

Child's Name_____ Name of Center_____

Child's Age_____ Location of Center_____
(years) (months) (birthdate) (town) (State) (Zip)

Child's Race_____ Population Density_____
(rural or urban)

Child's Sex_____

Date of Test Administration_____ Name of Test Administrator_____

Official Capacity_____

Child's Score_____ Percentile Rank_____

PART I: SIMILARITIES

1. A B D
2. A B C
3. A B C
4. A B D
5. A B C
6. A C D
7. A C D
8. A B D
9. A C D
10. B C D
11. A B C
12. A C D
13. A C D
14. A B C
15. A C D

PART II: DIFFERENCES

16. B C D
17. A B C
18. A B D
19. A C D
20. B C D
21. A B C
22. B C D
23. A B C
24. A C D
25. A C D
26. A B D
27. A C D
28. A B D
29. A B D
30. A B C
31. A B C
32. A C D
33. A C D
34. A B D
35. A B D
36. A B C
37. B C D
38. A B D
39. A C D
40. A B C

PART III: NUMERICAL ANALOGIES

41. A B C
42. B C D
43. B C D
44. A B C
45. A C D

PART IV: MISSING PARTS

46. A B C
47. A C D
48. A C D
49. A B D
50. A B D

Please record below any unusual circumstances concerning the child or the situation which might affect the validity or reliability of the test.

Note.--Punch holes where the letters are missing. Then place this sheet over the student's answer sheet for scoring. The correct answers are those which show through the holes.

TABLE 2

MEAN, MEDIAN, Q_3, Q_1, Q, STANDARD DEVIATION, AND PERCENTILE RANKS FOR CHILDREN IN FORM B NORMING GROUP

	AGE							
Measurement	6-7 up	6-1:6-6	5-7:6-0	5-1:5-6	4-7:5-0	4-1:4-6	4-0 down	TOTAL
Mean	40.51	41.10	38.98	37.20	34.50	30.72	28.82	38.23
Median	41.89	42.52	40.29	38.19	34.91	32.44	30.07	39.50
Q_3	46.51	46.17	45.11	43.99	40.89	38.49	36.07	44.94
Q_1	35.20	36.66	33.97	31.60	28.66	24.85	24.71	32.71
Q	5.65	4.75	5.57	6.19	6.11	6.82	5.68	6.11
Stand. Dev.	7.82	7.20	7.85	8.39	7.39	9.18	8.11	8.36
Percentile Ranks (Class Intervals)								
49-51	99.86	99.79	99.96	99.93	99.96	99.98	99.99+	99.62
46-48	86.64	86.79	91.69	94.45	98.12	97.06	99.99	91.55
43-45	67.94	68.17	77.11	81.99	90.61	94.14	98.00	77.47
40-42	52.68	49.78	60.78	67.99	80.47	88.87	96.00	62.63
37-39	39.22	36.33	45.99	55.88	70.20	79.52	92.00	49.82
34-36	28.73	24.32	34.21	42.34	57.29	66.07	88.00	37.61
31-33	20.06	16.95	23.27	30.95	43.46	54.96	72.00	27.22
28-30	11.63	9.80	15.14	21.53	32.00	40.93	54.00	18.47
25-27	6.16	5.55	8.69	13.72	20.55	32.74	38.00	11.53
22-24	3.88	2.51	5.54	8.97	11.06	23.97	24.00	6.96
19-21	2.51	1.37	2.87	5.11	6.19	16.37	20.00	4.04
16-18	1.37	.53	1.54	2.24	3.03	8.77	14.00	1.98
13-15	.456	.23	.35	.81	1.45	3.51	6.00	.74
10-12		.15	.14	.27	1.05	1.17	2.00	.34
7- 9		.076	.14		.53	.58	2.00	.17
4- 6					.39	.58	2.00	.11
1- 3								
Number in Group	438	1313	1426	1114	759	171	50	5271

EVALUATION ► PRACTICE

Effective dissemination, especially of research and development findings, can be a powerful force in advancing the cause of education. To facilitate communication between the researcher in the laboratory and the educator in the classroom, the Bureau of Research has inaugurated a special report service. These reports, prepared under USOE contracts, are interpretations of educational research and development directed at solutions to problems faced by the Nation's schools. Many State agencies and other groups concerned with education are participating in this service by repackaging and disseminating the reports to meet the needs of their local school districts. The cooperating agencies have been selected because of their strategic position in the educational community. Through this joint effort the Bureau of Research hopes to strengthen State and local educational information services and to speed the adoption of tested educational innovations.

OFFICE OF EDUCATION / BUREAU OF RESEARCH / U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

★ U.S. GOVERNMENT PRINTING OFFICE : 1968 O—326-080